

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS 64" CONFERENCE ON EXCEPTIONAL CHILDREN
The Mission of Project STEPP
is to provide students with learning differences who aspire to achieve a college education and demonstrate the potential for postsecondary success with access and comprehensive support throughout the university experience.
By partnering with these students, their families, and a variety of educational communities, Project STEPP fosters a network of opportunities and resources to empower and support students from admission to graduation from East Carolina University. Taken directly from the Project STEPP Brothere found at http://www.ecu.edu/cs-seadinepp/spicedProject-STEPP-Fiothere-Brothere-0012.pdf.

Project STEPP Collaborative program that partners East Carolina University's College of Education

 Collaborative program that partners East Carolina University's College of Education with other colleges and departments on campus, high schools, and community resources

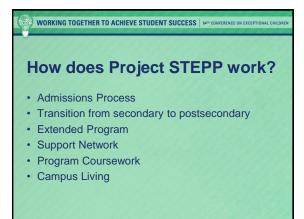
Project STEPP Offers...

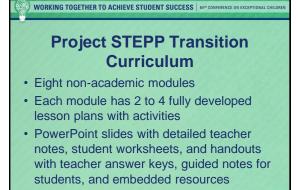
• Comprehensive academic, social, and lifeskills support to a select number of students who show the potential to succeed in college



Project STEPP

 Empowers students with the skills they need to earn degrees in their chosen majors, enjoy a complete college experience as members of a campus community, and achieve in life beyond their years at ECU







Project STEPP Transition Curriculum

- Each lesson plan takes approximately 30 minutes to deliver
- Can be accessed via flash drive provided by Project STEPP or it can be retrieved from http://www.ecu.edu/cs-acad/stepp/curriculum.cfm

Modules and Lesson Plans

Module 1: High School vs. College

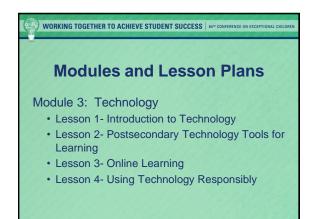
Lesson 1- General Overview

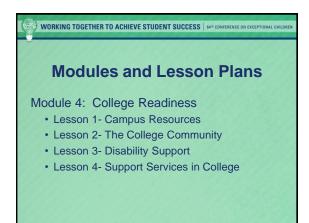
Lesson 2- Classes & Instructors

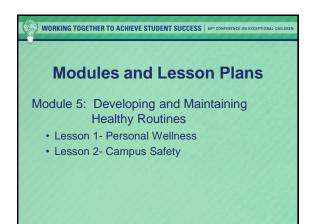
Lesson 3- Studying

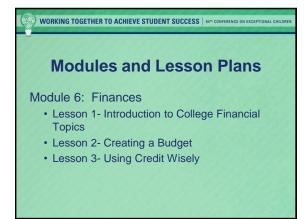
Lesson 4- Grades & Testing

Modules and Lesson Plans Module 2: Planning for Academic Success Lesson 1- Goal Setting for College Lesson 2- Finding and Maintaining an Academic and Social Balance Lesson 3- Academic Integrity

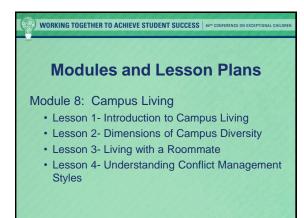








WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS 64" CONFERENCE ON EXCEPTIONAL CHILDRE
Modules and Lesson Plans
Module 7: Communication
Lesson 1- Transitioning Between Informal and Formal Communication Styles
Lesson 2- Classroom Behavior Expectations
Lesson 3- Sending Emails in College
Lesson 4- Constructive Criticism





Purpose of the Study

The purpose of this study was to determine teacher and high school student perceived effectiveness of a series of non-cognitive transition curriculum modules developed to prepare high school students with learning differences for a postsecondary educational setting.

What we wanted to know...

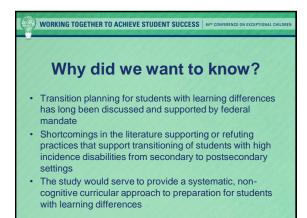
❖How did using the transition curriculum change student perspective on their ability and preparedness to attend college?

❖What impact did the transition curriculum have on teacher perception of students with learning differences transitioning to postsecondary education?

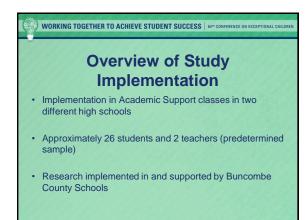
What we wanted to know...

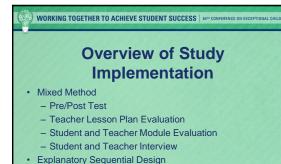
❖What was the student perception of the quality of the modules?

❖What was the teacher perception of the quality of the modules?









 Collection of quantitative, then qualitative data to help explain or elaborate on the quantitative results

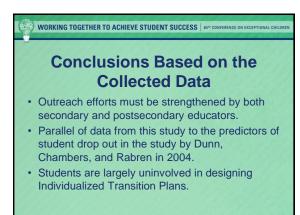
Conclusions Based on the Collected Data

School personnel must show students how to look beyond middle and high school towards postsecondary education

Postsecondary and secondary educators must

network to disseminate information to parents, students, and other educators to realistically form expectations for the rigors of postsecondary

experiences



Conclusions Based on the Collected Data Disconnect between student and teacher

- Disconnect between student and teacher perceptions of student ability.
- Disconnect between student and teacher perceptions of student awareness and teacher awareness of how to prepare for a postsecondary educational setting.

Conclusions Based on the Collected Data Re-culturing and educating secondary personnel is critical in successfully planning for and transitioning students with learning differences to a postsecondary educational setting.

Limitations to the Study 1. Long standing perceptions of teachers about the ability of students with learning differences to attend a postsecondary educational institution may influence their responses on the pre and post-test instruments and in the interview. 2. Student perception of their ability to attend and be successful at a postsecondary educational institute may be impacted by actions of school personnel throughout their education careers.



- · Implementation was limited to one school district, two schools, and students enrolled in an Academic Support class during the spring of
- · Longitudinal data providing exit outcomes for the participating students was not part of this study.

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 84TH CONFERENCE ON EXCEPTIONAL CHILL **Limitations of the Study** · Data collection tools were reviewed, critiqued, revised, and approved by multiple experts, but student and teacher interpretation of each question could not be guaranteed. · Teacher perception of the ability of students with

learning differences to attend a postsecondary educational setting could impact their perception

of the quality of the transition modules.

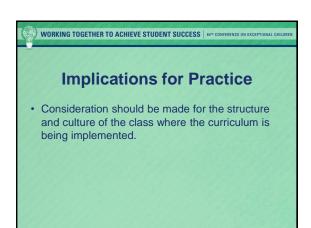
WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | 8479 CONFERENCE ON EXCEPTIONAL CHILD **Implications for Practice** · Educating stakeholders on the intent of the legislation governing transitions for students with learning differences. • Purposeful planning for transitioning between secondary and postsecondary educational

settings.

| WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS | MATCOMPRENDE ON EXCEPTIONAL CHILDREN | Implications for Practice | Determining actual practices in programming and support of students with learning differences in

- support of students with learning differences in preparation for the transition from their secondary education.
 Need for continuous professional development
- Need for continuous professional development and vertical alignment between middle grades and secondary settings, as well as between secondary and postsecondary settings.







commitments.

Recommendations

• Develop a crosswalk between the transition curriculum and the state-adopted curriculum.

• Further exploration of which grade level implementation would provide the most benefit.

Contact Information

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WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS 44" CONFERENCE ON EXCEPTIONAL CHILDREN
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Questions & Comments